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ABSTRACT

The Philippine Rural Reconstruction Movement (PRRM) is working with World Education to introduce population and family planning education concepts into its literacy program in order to broaden the scope of the on-going functional literacy and family planning programs of the PRRM and to make them more applicable to the people. Specific objectives include: (1) Prepare and produce materials designed to interest and increase the awareness of out-of-school youths and young adults of the role and importance of family planning in their personal lives and the larger community; (2) Prepare literacy primers, guides and manuals for teacher and train teachers to use them effectively; and (3) Systematically test and assess the impact of these materials on participants and teachers and adapt them for widespread use. Project planning included recruitment of staff and the selection of demonstration barrios, selection of the population literacy educators and organizing a local Literacy Family Planning Council in each pilot barrio and training teachers for the project. The function of the Council includes mobilizing and organizing the literacy/family planning classes and formulating policies for program implementation. Prior to start of classes, the teachers were familiarized with the new techniques being used in the project. The project will be subjected to continuous evaluation and analysis during its planned four-year period of operation. (CK)

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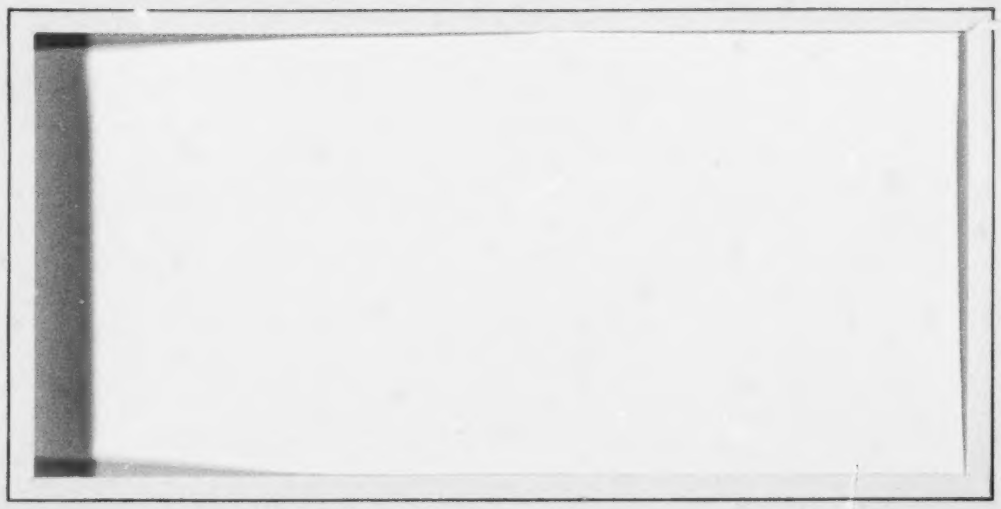

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ED 058534

PRRM

Literacy and Population/ Family Planning Education

A demonstration project of the Philippine
Rural Reconstruction Movement

World Education, Inc.
March 1971

PROJECT OF THE PHILIPPINE RURAL RECONSTRUCTION MOVEMENT (PRRM)

BACKGROUND

The Philippine Rural Reconstruction Movement is a private, civic, non-political, non-racial and non-sectarian organization which helps men develop themselves and their communities -- socially, economically, and culturally. It works with adults who have not had the opportunity for formal schooling, and with out-of-school youths, in the rural areas surrounding its headquarters in the province of Nueva Ecija.

The PRRM is working with World Education to introduce population and family planning education concepts into its literacy program in order to broaden the scope of the on-going functional literacy and family planning programs of the PRRM and to make them more applicable to the needs of the people. Specifically, it is trying to do the following:

Prepare and produce teaching materials designed to interest and increase the awareness of out-of-school youths and young adults of the role and importance of family planning in their personal lives and the larger community;

Prepare literacy primers, guides and manuals for teachers; and train teachers to use them effectively in their classrooms;

Systematically test and assess the impact of these materials on participants and teachers, and in the light of ensuing revisions, adapt them for widespread use;

Determine changes in attitude and behavior of both participants and teachers over a specific period of time, say 1 to 4 years;

Expand the experimental program to wider coverage, and strengthen other development programs so as to help the barrio (village) people attain improved health, enriched livelihood, better education and effective self-government.

The PRRM plans to reach some 1200 people in 56 barrios over a period of 4 years. Its first round of pilot classes, held from September to December 1970, reached some 155 people in eight barrios. The project suffered the usual attrition due to problems in timing of classes, other family responsibilities, fear of failure, etc. Table I details comparative enrollment and attendance of these classes. Two classes were forced to close down due to problems of timing and shortage of qualified teachers.

COMPARATIVE ENROLLMENT AND ATTENDANCE

TABLE I

Barrio	Enrolment Sept. 1, 1970	Attendance Start of Classes	Enrolment Sept. 30, 1970	Attendance Sept. 30, 1970	Enrolment Dec. 31, 1970	Attendance Dec. 31, 1970
1. Casanova	25	8	25	25	25	17
2. Estrella	22	20	40	33	40	28
3. Imelda	22	8	30	21	40	18
4. San Agustin	18	6	22	23	22	17
5. Sta. Cruz	20	11	23	23	24	24
6. San Felipe	20	5	24	15	25	15
7. Larcon	10	5	16	2	Closed on Oct. 16, 1970	Closed on Oct. 16, 1970
8. Castellano	18	Closed on September 12, 1970				
TOTAL	155	74	180	143	176	119

PROJECT PLANNING

Before describing the actual method used by the PRRM, it would be helpful to recount the planning done to launch this project. This includes recruiting headquarters staff, selecting the pilot demonstration barrios for the project, selecting the Population/ Literacy Educators for the project, organizing a local Literacy/ Family Planning Council in each pilot barrio, and training teachers for the project.

1. Headquarters Staff

The project is directed by the following personnel:

Project Director	Mr. Antonio P. Santiago
Project Literacy Leader ..	Mrs. Norma Callanta
Literacy Instructor	Mrs. Rosario Bautista
Literacy Writer	Sister Concepcion Madayag
Artist-Illustrator	Mr. Ciriaco Tayag
Clerk-typist	Miss Norma Panganiban
Medical Consultant	Dr. Jacinto Gotangco
Program Analysis, Evaluation and Research Consultant	Dr. Generoso Rivera
Research Analyst	PRRM Research Department

2. Selection of Pilot Demonstration Barrios

Even before all personnel had been recruited, the selection of Pilot/Demonstration barrios had been undertaken based on the following criteria:

a. Location of the Pilot/Demonstration barrio in the province of Nueva Ecija under PRRM operational coverage and service by Maternal and Child Health Program of the Health Department, PRRM;

b. Acceptability on the part of the local government, either the municipal or barrio council;

c. Presence in the barrio of civic and/or religious groups willing and able to take the lead in the promotion of the project, by organizing themselves into a Literacy/Family Planning Council;

d. Availability in the community of educated youths and other professionals, willing to undergo special training on literacy family planning education and to carry the major responsibility of inspiring, organizing and training the participants;

e. High percentage of illiteracy and/or high birth rate in the barrio; and

f. Satisfactory transportation facilities and accessibility to consultative and evaluative services from the central office of PRRM.

Based on the above criteria, 8 pilot/demonstration barrios were selected. Data on the illiterates are represented in TABLE II.

TABLE II. PILOT/DEMONSTRATION BARRIOS & DATA ON ILLITERACY RATE

PILOT BARRIOS	Total No. 10 yrs. & above	NUMBER OF PERSONS UNABLE TO READ & WRITE					
		Male	Percentage	Female	Percentage	Total no illiterates	Percentage
1. Casanova, Quezon	592	20	3.38%	27	4.56%	47	7.94%
2. Castellano, San Leonardo	No Records Closed on September 12, 1970						
3. Estrella, Rizal	677	42	6.2%	70	10.34%	112	16.54%
4. Imelda, Cabanatuan City	573	50	8.72%	60	10.47%	110	19.19%
5. Larcon, Bongabon	297	9	3.03%	17	5.72%	26	8.75%
6. San Agustin, Sto. Domingo	356	22	6.18%	26	7.3%	48	13.48%
7. Sta. Cruz,Gapan	321	17	5.29%	27	8.41%	44	13.7%
8. San Felipe,Munoz	756	20	2.64%	26	3.43%	46	6.07%
TOTAL	3,572	180	5.04%	253	7.08%	433	12.12%

3. Selection of Population/Literacy Educators

In order to involve the barrio leaders in the project, they were asked to recommend a Population/Literacy Educator for their barrio based on the following criteria:

a. must be a resident of the barrio, preferably not married, and not less than 18 years old;

b. educational attainment must be at least that of a high school graduate, although those with college education will be given preference;

c. satisfactory knowledge of the Pilipino language (Tagalog) with special emphasis on spelling, pronunciation, diction and handwriting;

d. willingness to undergo training in the teaching of adult literacy/family planning education;

e. willingness and ability to accept and apply new trends and ideas on literacy/population/family planning education without departing from tested methods.

Based on these criteria, nine teachers were selected. Their ages ranged from 19 to 45, with an average age of 25. Only half were married. Education ranged widely, with an average attainment of 11 years (first year of college) of schooling.

4. Organization of A Literacy/Family Planning Council:

The organization of a Literacy/Family Planning Council in each pilot barrio helped accelerate the organization and start of classes. This organization carries the major responsibility for inspiring, organizing and selecting prospective participants in the literacy/family planning classes.

The Literacy/Family Planning Council is composed of the following:

a. Municipal councilor in charge of the barrio;

b. Barrio Council Captain;

c. The Councilman for Education & Health of the Barrio Council;

d. One representative each from public and private schools;

e. The President or duly elected representative of the following barrio organizations:

1) Rural Reconstruction Men's Association (RRMA)
2) Rural Reconstruction Women's Association (RRWA)
3) Rural Reconstruction Youth's Association (RRYA)
4) Other civic and/or religious groups

f. Honorary Members:

1) Municipal Mayor;

2) The Project Director (Literacy/Population/ Family Planning Education, Education Dept.) or his duly authorized representative (PRRM);

3) The Project Director of the Maternal and Child Health Program, Health Dept. PRRM, or his duly authorized representative.

The functions of the Literacy/Family Planning Council are:

a. To elect from among themselves (regular members) a Chairman, Vice-Chairman and a Secretary of the Council;

b. To carry the major responsibility of mobilizing, organizing and supervising the literacy/family planning classes;

c. To provide a suitable and accessible place of instruction;

d. To evaluate and recommend the curriculum and course of study to be adopted;

e. To help formulate policies and to issue rules and regulations for the effective implementation of the Literacy/Population/Family Planning program;

f. Perform other functions and duties pertinent to the program.

The officers and members of the Literacy/Family Planning Council perform their duties without compensation. The Council meets at least once a month or as often as the Chairman or majority of the members requests such meetings. The honorary members of the Council serve as advisers.

The PRRM Education Department through the Literacy/Population/ Family Planning Education project assists the Council in the following ways:

a. screens and trains Population/Literacy Educators;

b. helps in the mobilization, organization and supervision of literacy/family planning classes;

c. conducts in-service education of teachers as often as needed;

d. coordinates activities with the Literacy/Family Planning Councils;

e. provides allowance for teachers at ₱70.00 per month for a period of five (5) months;

f. supplies the teaching aids and devices to the teachers. These materials must be returned to the Education Department of PRRM after the completion of the course;

g. prepares and issues free primers and other reading matters to all participants.

5. Teacher Training

Before the Population/Literacy Educators were sent to the field, they were required to attend an 11-day live-in seminar held at the PRRM Center, Nieves, San Leonardo from August 3-15, 1970. This course covered the history of the project, psychology of the adult learner, social approaches and techniques in starting a literacy class, cultural education, basic teaching procedures, production and use of materials, observations and practice teaching, family life education, effect of family size on various aspects of family life, basic facts about population, process of reproduction, population control, information regarding the family planning program, and opportunities to exchange ideas and experiences in teaching.

In addition to this 11-day seminar, in-service training days were arranged to share experiences and assist in the solution of technical difficulties. The first in-service training session was held on October 16, 1970; and the second on November 25-26, 1970, to give instruction in basic mathematics to teachers and barrio leaders.

Finally, prior to the start of classes in September, the teachers were recalled to the PRRM Center on September 5th, to familiarize them once more with the new techniques being used in the project.

DEVELOPMENT OF AN APPROACH

Since 1953, the PRRM has used the syllabic method with some success in teaching the illiterate. The syllabic method focused on teaching students to build syllables into words, words into sentences, sentences into paragraphs. This traditional method is the same as that used in the grade schools.

However, PRRM found that adults require a slightly different approach to learning than children. The content of syllabic primers was not chosen with the psychology of the adult in mind. Teaching of reading and writing, not interest or relevance to adult experience, was the chief criterion for content. Adults do not sustain interest when the program does not prove relevant to their own experience and needs. The message of the primer is important; teaching of reading and writing is not the sole aim of adult literacy programs. Reading and writing are tools to the information which adults need to improve their lives.

The PRRM has decided to develop new literacy materials for adults in this project which aim at developing an awareness of the importance of family planning in relation to the socio-economic life of adults. Reading and writing are important by-products of this approach. However, the approach focuses on communicating the message of family life planning through several tools of communication. In 1970 the PRRM developed a new primer incorporating these concepts. The content of this new primer is listed below in Table III.

TABLE III: TOPICS AND LESSONS IN PRRM PRIMER

UNIT	TOPIC	No. Lessons
I	Importance of mother and father to family and society	4
II	Health as a factor in happiness	3
III	Effect of family size on basic necessities of life	3
IV	Responsible parenthood	2
V	Importance of balanced diet	2
VI	Importance of good food and sanitation to health and happiness	3
VII	Preparation for acceptance of concepts regarding planned parenthood	2

VIII	Advantages of planned parenthood	3
IX	Importance and role of family in nation-building	3
X	Value of cooperation and unity in family and community	5
XI	"Model Home": family planning; relationship of health and sanitation to economic well-being	5

The PRRM approach modifies the traditional syllabic approach with an eclectic one based on the assumption that "there is no one best method." Discussion is the key to this approach along with pictures which draw on the experience of adults and lead them to relate classroom content to their lives. These tools assist students in recalling content as well. Each lesson consists of the following steps:

Situation/Point of Departure. A picture or situation within the experience of the learners is presented to stimulate discussion.

Socialized Recitation. The learners are led into a discussion about the picture/situation. During the discussion the teacher tactfully guides the students toward the purpose of the lesson. Team teaching is brought into the course when these lessons involve health, sanitation, and family planning.

Phonetics:

a) Based on the discussion, the teacher now brings the attention of the learners to the reading of syllables. A set of syllables are to be studied every day. These syllables are found in the story written about the picture/situation.

b) Through the use of flash cards, pocket charts and flannel boards or mechanical devices, the participants are drilled on the reading of the syllables.

c) Once they have mastered the syllables, they are guided in the formation of words and sentences, making use of the syllables mastered. The teacher tries to lead them to the formation of words which are used in the story/situation. This eventually leads them to reading the story.

Writing. At this point the teacher presents four possible ways of writing the words. The learners choose the form they prefer. Writing sheets are prepared for this purpose.

Poems are used liberally throughout the PRRM lessons to involve the class in discussion and demonstrate both the ideas being communicated and the language itself. Small sections of the poem are used in individual lessons. The full poem is used at the end of the unit as a culminating activity to draw together the message of the entire unit.

The Teacher's Manual contains a section on the characteristics of the adult teacher and the adult learner, detailed guides to each lesson, a guide to poem discussion, a guide to test giving, and suggested variations in the procedure outlined in the manual. Sections of the Manual are included in Appendix B of the Philippine Project. These excerpts include the Foreword "To the Teacher," sample lesson guides on family planning, a guide for poem study, suggested variations, and the daily evaluation form.

Appendix C of the Philippine Project contains sections of the primer in use, specifically pictures being used for discussion, the entire Lesson I-A, and the first full length poem with its translation.

Efforts have been made to supplement the materials produced through the PRRM for the project. Family planning agencies and institutions contribute a constant supply of posters, comics and reading materials. In addition, resource people from the community are drawn into the project whenver possible.

Because of the newness of this approach, teachers have been asked to evaluate the effectiveness of the approach every day.

LESSONS LEARNED

1. Observations: The following observations were made by Population/Literacy Educators and supervisors --

    a. Two former participants from the syllabic method have expressed their appreciation for the new approach. "Why did you not teach this way before? We should have learned more," was their comment.

    b. The first test administered to some of the participants gave very favorable results in reading as well as in writing. The adults were more in a position to answer essay type questions than the youths.

    c. The socialized recitation where exchange of ideas took place clearly showed that the method is more interesting to the adults than to the youths.

    d. There's a great desire to know more than just read and write. They expressed the need to be taught how to write friendly letters, to have lessons in Arithmetic and to be taught English, too.

e. The youngest participant was 12 years old while the oldest was 73. (See TABLE IV).

f. Nine participants voted for the first time. This was in connection with the election of delegates to the Constitutional Convention.

g. Problems met were the same as those observed at the start of the classes.

h. Two limitations were observed which, if corrected, could lead to a more successful project:

1) The lack of proper training of the barrio leaders and their lack of knowledge on the Literacy/Population/Family Planning program.

2) The lack of a legal contract with the Population Literacy/Educators because their allowance is below the minimum wage law.

i. Additional pictures illustrative of the course would greatly increase the interest and involvement of the participants in the discussion, enrich the lessons and strengthen the deepening of positive results in the participants.

j. There's a need to prepare guide questions for each lesson to help the Population/Literacy Educators (POLE) achieve a fruitful discussion about the subject matters.

2. Teaching-Learning Difficulties

Close supervision had been made from the start of the classes to help the Educators in the different teaching-learning difficulties encountered as well as in their material needs. These difficulties enumerated below, are to some extent common to formal school groups.

a. Varied individual differences tend to slacken the pace of learning. Some of these are: age, educational attainment, health, physical defects, interest, ability, personality.

b. Students' irregularity in attendance caused by the following:

1. Husbands' refusal of permission to their wives to attend classes;

2. Fatigue from work which hinders concentration;

3. Lack of awareness of the importance of being literate;

4. Television attractions and social gatherings that lure students away from classes.

c. Students' difficulties caused by the lack of material needs:

1. Inability of the students to provide their own simple materials such as paper and pencil;

2. Poor light in the meeting place;

3. Lack of furniture in the classroom.

d. Reading difficulties:

1. Difficulty in differentiating the following letters: d-b-p;

2. Some difficulty in writing without copying words which can be read;

3. Blending difficulties: from a 2-lettered syllable to a 3-lettered syllable;

4. A little difficulty in knowing the difference between capital letter P and small letter p;

5. Difficulty in reading and recognizing the syllables ng, nga, ging;

6. Tendency in students with a little background of Kartilla method to read words the Kartilla way of spelling.

3. Suspension of Classes

The peak of the harvest season and the planting of onions, in which the participants were involved, caused a constant recurrence of irregularity in attendance. To solve this problem, the participants agreed to suspend their classes and to be resumed only after the work in the field permitted.

The three classes which had not been suspended at the peak of the harvest season have scheduled their graduation in February to give them more opportunity to have lessons on family planning education.

4. Success of the Family Planning Component

Acceptance of family planning is a major part of this program which tries to orient the attitudes of students towards a smaller family for improved quality of life. Change of attitude is, of course, most accurately reflected in adopting new practices.

Tables III, IV, and V summarize roughly the data available relating to acceptance of family planning. Table II indicates the age groups in which the students fell, thus pinpointing probable potential acceptors. Of the 176 students, 103 fall within the ages of 20 to 50, and 73 within the ages of 20 to 40. Table IV indicates social characteristics, including numbers married. The target population for family planning is generally limited to married couples among this age group. Data is not cross-classified by age and marriage, but Table IV does indicate that 130 of the 176 students are married. Finally, Table V indicates average family size of participants, numbers in favor of family planning, and numbers using a method along with specific choices of method. Typically, fewer people are actually using a method than those who are in favor of the method -- of 41 in favor of using any birth control method, only seven are actually practicing (all using the pill).

However, it is difficult to judge the success of the project in terms of family planning acceptors at this stage of the project. This literacy/family planning program is aimed at changing attitudes. Frequently, a great deal more must go into translating attitude into behavior. It is hoped that this program has made an impact in preparing the environment for a change of action, and that this will show up in future studies.

The following list of reasons for and against family planning have been advanced by participants in the program:

In favor:

1. It's very hard to have many children.
2. We are poor so I want a small family
3. To have a happy and good life.
4. To help my husband earn a living.
5. Spacing of children.
6. Ayaw magkaanak ng marami.
7. Upang dumalang ang pag-aanak.
8. Lack of financial support.
9. To be able to take good care of the children better.
10. To preserve my health.
11. To be able to earn more.
12. To help my children go to school.

Against:

1. I might get sick.

TABLE III. AGE GROUP OF THE STUDENTS

Barrios	10-19 Yrs.	20-29 Yrs.	30-39 Yrs.	40-49 Yrs.	50-59 Yrs.	60-69 Yrs.	70 up Yrs.
1. Casanova	2	6	8	3	5	1	0
2. Estrella	2	9	5	11	10	3	0
3. Imelda	14	11	4	6	0	4	1
4. San Augustin	7	4	8	2	1	0	0
5. Sta. Cruz	14	3	0	4	2	0	1
6. San Felipe	1	7	8	4	4	1	0
TOTAL	40	40	33	30	22	9	2

TABLE IV - SOCIAL CHARACTERISTICS OF LITERACY STUDENTS

BARRIO	Total number of Enrolment Dec. 31/70		Average Age	Age of Oldest	Age of Youngest	Total no. of married Students		Total no. of Unmarried Students		EDUCATIONAL ATTAINMENT							
	M	F				M	F	M	F	Kartilla	None	Grade one	Grade two	Grade three	Grade four	Grade five	Grade six
San Agustin	7	15	30	54	14	4	10	3	5	1	9	2	1	2	3	1	3
Sta. Cruz	7	17	27	73	14	2	7	5	10	6	0	1	0	4	13	0	0
Larcon	Closed October 16, 1970																
Castellano	Closed September 12, 1970																
San Felipe	11	14	39	67	17	9	14	2	0	0	10	10	5	0	0	0	0
Estrella (S)	1	22	42	65	12	1	21	0	1	0	12	6	5	0	0	0	0
(M)	0	17	39	67	14	0	16	0	1	0	7	1	5	4	0	0	0
Imelda	7	33	29	70	12	3	24	4	9	0	22	17	1	0	0	0	0
Casanova	13	12	37	60	12	8	11	5	1	1	9	0	2	2	7	2	2
T O T A L S	46	130				27	103	19	27	8	69	37	19	12	23	3	5
Educational attainment in relation to total enrolment										4.6%	39%	21%	10.8%	6.8%	13%	1.7%	2.8%

TABLE V - SUMMARY SHEET ON FAMILY PLANNING ASPECTS

Barrio	Total no. of Enrolment		Total no. of Married Students		Average no. Children	No. in favor of Family Planning	Method Used			
	M	F	M	F			Pills	Rhythm	IUD	Others
San Agustin	7	15	4	10	3.1	3	1	-	-	-
Sta. Cruz	7	17	2	7	5.9	9	0	0	0	0
Larcon	Closed October 16, 1970									
Castellano	Closed September 12, 1970									
Estrella (S)	1	22	1	21	4.6	2	-	-	-	-
San Felipe	11	14	9	14	4.7	5	-	-	-	-
Estrella (N)	0	17	0	16	3.6	8	2	-	-	-
Imelda	7	33	3	24	2.5	7	-	-	-	-
Carmona	13	12	8	11	5.3	7	4	-	-	-
TOTALS	46	130	27	103	29.7*	41	7	-	-	-

* Average number of children per family is 4.95

$$\frac{\text{Total no. of married students}}{\text{Total no. of enrolment}} = 73.86\ \%$$

APPENDIX -- PHILIPPINES PROJECT

Appendix A ..... PRRM Proposal

Appendix B ..... PRRM Teacher's Manual, Excerpts

Appendix C ..... PRRM Primer, Excerpts

PHILIPPINE APPENDIX A

PRRM Proposal

PHILIPPINE RURAL RECONSTRUCTION MOVEMENT
Rm. 71 Elena Apts., 512 Romero Salas St.
Ermita, Manila

revised
5/20/70

PROJECT PROPOSAL

I. PROJECT SUMMARY

1. Project Titles: Literacy and Population/Family Planning Education Pilot/Demonstration Project.

2. Proponent: Philippine Rural Reconstruction Movement (PRRM) through its Education and Health Departments.

3. Sponsoring Agency: World Education, Inc.
667 Madison Ave., New York.

4. Cooperating Agencies: USAID Mission, Philippines; Philippine Departments of Education and Health and Social Welfare; PACD (Community Development); Family Planning Agencies (Private); Other Local Allied Institutions.

5. Project Description:

PRRM is a private civic, non-political, non-racial and non-sectarian organization which aims principally at the development and accelerated socio-economic and cultural growth of people and the community wherein they live and the building of men themselves so they can intelligently direct their own destinies and reconstruct their own souls.

Since 1952, PRRM has embarked on a program of rural mass education designed to raise the social, economic and cultural levels of the barrio (village) people. In 1960, the Census **and** Statistics of the Philippines showed that 28% of the people 10 years and above cannot read and write. The great bulk of these unfortunate illiterates estimated at 81% were found in the barrios where 71% of the total population live. The number of illiterates increases every year on account of too many dropouts in the elementary grades, not counting those who did not have the opportunity to go to school at all. According to Senator Helen Benitez, for 1963-1964, "out of 100 pupils enrolled in Grade I, 42 will

have dropped out by the time they reach Grade VI; only 17 will finish high school; and only 4 will complete a college course. Only 6 million out of 10.5 million of school age are receiving education of some sort."

"The education of out-of-school youth poses a big challenge to Philippines Education. As of 1958, according to the findings of the General Education Survey (ICA-NEC: A Survey of the Public Schools of the Philippines - 1960), out of 2,113,600 youths between the ages of 14 and 17, only 625,416 or 29.5% were enrolled in all public and private secondary schools in the country, leaving 1,488,284 out of school and not served by any educational institution." For FY 1962-1963, 4.3 million were enrolled in the elementary grades of which 60% leave school before reaching the 4th grade and only 40% finihed the 6th grade considering further that 11% of the children of school age never enter the school.

The social, economic and cultural problems of illiteracy in the Philippines as portrayed above are not only enormous in terms of inadequate manpower development, loss of time and big education cost but also a great drawback to the development of the peoples' well-being.

During the last seventy years, the Philippines has shown a tremendous increase in population, from 7.6 million in 1903, 19.2 million in 1948 and 27 million in 1960. The estimated population in 1970 is 37.6 million and 76.65 million by 1990. Three new babies are born every minute and the rate of growth is 3.5%, one of the nine highest population growth rates in the world. The population in 1968 was 35.9 and ranked already the 15th largest population in the world. The average number of children is 6.8, showing that a Filipino Family is quite a big one. At its present rate of growth, the Philippine population will double in 22 years.

The Philippines today belongs to the category of "developing nation" and is characterized by low income, low economic growth and rapid population growth. These conditions interpose many problems in the total development efforts as keeping or maintaining in a balance the rates of population growth and economic growth has always been a difficult task. Population/Family Planning programs is one solution proven to be effective in keeping this balance; the more programs on population control effectively launched, the more chances of attaining social and economic growth to the decrease in rate of population growth. This increase and dominance of economic growth over population growth is what the country needs today and the years to come in order to attain a more accelerated development.

In view of the foregoing, PRRM contemplates undertaking a project wherein the literacy (basic and functional

education) and population/family planning education will be linked together in a joint activity with existing projects for purposes of effective implementation and greater and more sustained impact. The project aims to accelerate the development of the peoples' well-being, improvement of equality of the coming population through improved methods, techniques and approaches of population control/family planning education, production of teaching and training materials, better communication arts and audio-visual aids, curriculum development and research. This project proposal is to be pursued for a period of four years unless otherwise continued and expanded. The activities will be properly documented, analyzed and evaluated and a yearly and terminal reports will be submitted and distributed to agencies performing similar activities.

6. Present status of existing projects:

(a) For the last 15 years PRRM has been engaged in a literacy program by conducting classes on literacy in order to make illiterates literate. Cultural studies and researches on folklores covering old and mostly forgotten dramas, songs and dances and village recreational activities have been conducted. Village programs portraying old dances, dramas and songs and other cultural arts were often held as part of the literacy activity. In 1968-1969, 22 classes on literacy were conducted in 22 barrios with a total enrollment of 550 students, most of whom were graduated and given certificates of attendance. Also in 1967-1969, a research program on the Evaluation of the Effectiveness of Literacy Auxiliary Teachers was conducted and a written report has already been submitted. The present plan is to expand the functional literacy program and associate it closely with the maternal and child health projects now being undertaken by PRRM.

(b) Since its establishment in 1952, PRRM has evolved and implemented the 4-fold integrated program of development in livelihood to combat poverty, education to fight ignorance and illiteracy, health to eliminate or reduce to the minimum ill health and diseases and self-government to fight apathy. Health activities were mainly centered in medical and dental services, environmental sanitation, mother and child care, nutrition, health education and training of medical and paramedical students in their barrio exposure. The Family Planning program was only started in 1967 on a very limited scale. This program, however, was expanded in the latter part of 1969 with the assistance of USAID-NEC and the Health Department. Now PRRM operates in this particular activity in 105 barrios with a staff in the field consisting of 8 doctors, 8 nurses and 8 midwives and covering some 150,000 people. As of March 31, 1970, the project has already served about 1,000 acceptors.

II. OBJECTIVES

7. General Objectives:

To introduce population/family planning education concepts into the on-going literacy program in order to broaden the scope of the on-going functional literacy and family planning program of PRRM and to make it more applicable to the needs of the rural people.

8. Specific Objectives:

(a) Preparation and production of teaching materials designed to interest and increase the awareness of the out-of-school youths and young adults of the role and importance of family planning in their personal lives and in the larger community.

(b) Preparation of literacy primers, guides and manuals for teachers and training teachers to use these materials effectively in their classrooms.

(c) Systematically testing and assessing the impact of these materials on students and teachers, and in the light of revisions and adapting them for more widespread use.

(d) To determine changes in attitude and behavior of both students and teachers over a specific period of time, say one to four years.

(e) To expand the experimental program to a wider coverage, and to strengthen other development programs so as to help the barrio people attain improved health, enriched livelihood, better education and effective self-government.

9. Significance of the Project:

5,500,000 Filipinos (28%) ten years old and above cannot read and write and large numbers of them live in the barrios. This great segment of illiterate population offers a great hindrance to social and economic progress, the development of good government and the healthy growth of democratic processes. Suffice it to say that progress of any nation cannot rise higher than the level of the education of the masses. Therefore, unless the majority of the people in any nation, the Philippines included, are sufficiently enlightened, any socio-economic development program would be difficult to achieve with dispatch.

The Philippines during the last decade has experienced

a rapid growth of population estimated at 3.5%. In figures it means more or less one million babies are born every year and about 400,000 people age 10 years and over are thrown into the labor force. The country as a whole is experiencing some difficulties in feeding its people, in providing education, housing, and good health to the growing population and also in providing employment to the ever increasing number of people in the labor force. In view thereof, a pressing need of population/Family Planning program and strengthening maternal and child health activities should be instituted. It is on this score that PRRM puts emphasis in placing Family Planning as part of its socio-economic development program in the rural areas.

III. PLAN OF WORK

10. Procedure/Methodology:

1) Organization: Staff, Office with furnitures and equipment.

2) Selection of pilot/demonstration barrios.

3) Selection and training of literacy auxiliary teachers and Family Planning Education instructions.

4) Organization and operation of Literacy and Population/Family Planning Education classes in pilot/demonstration barrios.

5) Curriculum development.

6) Preparation and production of teaching materials, training aids, audio-visual aids and other communication arts.

7) Annual workshop on Literacy and Population/ Family Planning Education at National level for leaders in the movement to conduct overall review of plans and program, determine problems, make recommendations and other relevant matters.

8) Program analysis, evaluation and research.

9) Reporting -- semi and annual reports and any other special reports.

10) Phasing out arrangement at the end of the fourth year.

11. Schedule and Program of Activities:

Phases	Duration in months (1970-1974-48 mos.)
I. Organizations - staffing, office arrangement, supplies, equipment and furniture Selection of pilot barrios and participant trainees Selection and training of literacy auxiliary teachers	4 months
II. Curriculum studies and development Literacy and Population/Family Planning Education classes in selected barrios* Preparation and production of teaching and training materials, visual aids, charts, graph and other communication media and testing	34 months
III. Annual national workshop in every year for 3 or 4 days for selected groups or active leaders in Literacy/Family Planning Education to conduct over-all review of plans and programs, procedure/methodology, curriculum, targets, progress reports and other relevant matters	3 months
IV. Program analysis, evaluation and follow-up Reporting -- semi and annual reports and other special reports Phasing out in the latter part of the 4th year	3 months

IV. BUDGET

12. Budgetary Requirements:

A. Funds to be requested from the World Education, Inc., totalling $43,840.00 for 1970-1971 calendar year, (**) itemized as follows:

a) Personnel $27,580.00

1)	Project Director	$600/m.,f/t,$7,200
2)	Project Literacy Leader	375/m.,f/t, 4,500
3)	Literacy Instructor	250/m.,f/t, 3,000
4)	Literacy writer	250/m.,f/t, 3,000
5)	Artist-Illustrator	250/m.,f/t, 3,000

* See Appendix I -- Operational Plan

** In Philippine pesos

6) Clerk-typist		$200/m.,f/t,$2,400	
7) Eight (8) literacy auxiliary teachers at $70.00 each per month		p/t, 4,480	
b) Transportation and per diems (per diems not to exceed $6.00/day)			$2,660.00
c) Supplies and materials			6,500.00
Office supplies	$1,000.00		
Training materials	1,000.00		
Teaching aids and devices	500.00		
Reading materials, primer and series	4,000.00		
d) Rentals, telegrams, postages, others			500.00
e) Maintenance and repair			1,800.00
Gasoline and oil	$1,200.00		
Maintenance and repair of one vehicle	600.00		
f) Special services, honoraria			4,800.00
1. One medical consultant on Population/Family Planning Education		$1,200.00	
2. One consultant on Program Analysis, Evaluation and Research		1,200.00	
3. One consultant in Literacy and Functional Education		1,200.00	
4. One Research analyst (p/t)		1,200.00	
		Total	$43,840.00

g) Dollar components

1. Consultants/advisers

2. Commodities

3. Participant program (Training)

B. PRRM,thru its President, Mr. Manuel P. Manahan, has committed the amount of $5,000.00 yearly, in support of the project throughout its duration. This amount will be earmarked for annual national workshops, training of trainers and other contingencies.

C. Summary of Financial Assistance for C-1970-1971

a) To be provided by the World Education, Inc.	$43,840.00
b) To be provided by PRRM thru President Manahan	5,000.00
Grand Total	$48,840.00

13. Other PRRM contributions to the Project:

a) Personnel:

1. Eight (8) Rural Reconstruction Workers/ midwives @ $250/month, each. (For organization of classes, promotion, motivation and development)	$24,000.00
2. One Consultant	12,000.00
3. One Physician	12,000.00
4. 5 Physicians	30,000.00
5. 5 Nurses	22,500.00
6. Technicians from other fields like training, research, cooperatives, plant and animals, and self-government (assistive)	- - - - -
	$100,500.00

b) PRRM facilities

1. Office and lecture rooms
2. Furniture and office equipment
3. Library, canteen and dormitories
4. Vehicles
5. Recreation facilities and playgrounds
6. Motor pool
7. Light and water

V. CURRICULUM

14. Curriculum on literacy education:

a) Characteristics of adult learners;

b) Techniques in identifying illiterates;

2. Needs and benefits of Family Planning.

3. Anatomy and physiology of the reproductive system.

4. Sex education.

5. Methods of Family Planning.

6. Planning for the future.

VI. PROGRAM ANALYSIS, EVALUATION & RESEARCH

16. The guidelines taken in order to make the project effective and operational are:

a. A good project description with clearly defined objectives and goals.

b. Decision on the kinds of data to be used to indicate project results and how these data are obtained.

c. Collection of the desired data.

d. Analysis and interpretation of findings, review of findings and interpretation with the various interest parties.

Program analysis and evaluation is a continuing process and should not suffer any let-up. As evaluation of project takes place in all stages, namely preplanning, planning stage, implementation technicians who can provide the administrators the much needed scientific advice aimed at improving and accelerating the development and growth of the project.

VII. REPORTING

17. The periodic reporting should be done semi-annually and annually although special reports may be made by the project from time to time. The reports should essentially contain the actual operations being carried out as actual operations in many cases differ widely from the original plan, the physical conditions, the personnel involved, the experts or consultants' activities and the assessment or appraisal of the whole operation. The report therefore should contain the narrative description of activities and accomplishments, statistical information and financial statements to portray costs and expenditures.

The original reports should be sent to the sponsoring agency or institution and file copies should be retained by the proponent. The reports may be made available to Literacy Education and Family Planning agencies upon request or may be printed for world wide dissemination.

VIII. PHASING OUT OR TERMINATION OF THE PROJECT

18. The project is stipulated for a four year period starting July 1970. It may, however, be extended by mutual agreement between PRRM and the World Education, Inc., as pilot and demonstration project for local and international programs when phased out or terminated. PRRM should render a full documented report to the sponsor of project accomplishments, financial status and other relevant matters.

Upon termination of the project, the items that may be considered in the turn-over are as follows:

1. Liquidation of assets and liabilities.
2. Disposition of project property including records and other documents.
3. Abruption and/or continuance of the project with or without assistance in the fifth year and hereafter by PRRM.
4. Taking over of the project by other agencies either government or private actively engaged in both literacy and family planning education.
5. The project may be allowed to lapse into a natural sleep.
6. Other considerations.

IX. BENEFITS TO BE DERIVED

The expected benefits are:

1. Dignity and personal worth of the individual raised after having been made literate.
2. Outlook on life becomes brighter.
3. Getting employed becomes easier.
4. Gains more friends.
5. Communication with other people is much improved.
6. Becomes eligible for membership in cooperative organization.
7. Understanding daily issues becomes facilitated, which make them participate actively in community affairs.

8. The economic, social, emotional and physical pressures are much relieved with the lesser number of children as a result of responsible parenthood.

9. The hazards of motherhood are very much lessened with giving birth to fewer children than by the dozen.

10. Better planning of the family means better and happier life for the family.

11. Discovery of new techniques, approaches and methods in imparting knowledge and information to the masses on literacy and population/family planning education.

12. Training of trainers in literacy and population/ family planning education provides easy learning and understanding.

13. Mass production of new training devices and teaching materials which can be widely spread to other nations involved in literacy and family planning education activities.

14. The emphasis on evaluation and research as a means of improving performance.

X. ACCEPTANCE OF CONDITIONS

I hereby agree to accept and abide by the terms and conditions which the World Education, Inc., may stipulate in respect to the grant of assistance to the PRRM project proposal and which will be embodied in a Memorandum of Agreement to be executed by me and the World Education, Inc.

MANUEL P. MANAHAN
President

Approval Recommended
and Project Transmittal
sent:

MANUEL P. MANAHAN

Date:_____

APPENDIX I

OPERATIONAL PLAN ON HOLDING CLASSES

1. Eight (8) pilot/demonstration villages or barrios will be selected in Nueva Ecija where the Literacy and Population/Family Planning Education classes, one in each barrio, will be organized and conducted for 4 to 5 months from July to November 1970.

2. Project classes will be transferred to cover sixteen (16) new barrios in FY 1971-1972 and a similar program will be pursued in the next two succeeding fiscal years ending December 1974.

3. The last six (6) months of the project, that is, from January to June 1975, will be devoted to program analysis, evaluation, and documentations of reports. Periodic follow-up and supervision of all barrios will, however, be conducted in all months of the 4-year period to determine progress and the changes that have taken place in the communities preparatory to phasing out.

4. A total of 56 classes for the 4-year project plan in 56 different barrios with an enrollment of about 20-25 persons per class is stipulated. Each class will take some 180 hours, 24 hours of which will be devoted to Family Planning education. The curriculum studies and development will finally determine the time element of classes and the effectiveness of instruction.

PHILIPPINE APPENDIX B

Teacher's Manual

EXCERPTS

PRRM TEACHER'S MANUAL

FOREWORD: TO THE TEACHER

This TEACHER'S GUIDE has been prepared to meet the needs of the Population/Literacy Educators (POLE) in effecting the aims of LITERACY/FAMILY PLANNING EDUCATION.

The daily lessons try to achieve two purposes: teaching the adults how to read and write; and laying the groundwork for the acceptance of family planning concepts. The suggested procedures are to be considered as means to the end. Hence, it calls for tact and the ability to discern what is applicable to the group. Whenever possible, make use of other approaches like: field trips, movies, slides or daily occurences to enrich the lessons in an effort to make the course more meaningful and functional. Before attempting to introduce new syllables, the learners should have had a mastery of past syllables to ensure greater success in the formation of reading habits.

Characteristic of adult learners, the acceptance and appreciation of what is being taught depends on two points: 1) must point to some definite need or purpose, 2) quick results with concrete and practical application to own real problems. The teacher should always be aware of these to effect sustained interest and cooperation from the adults.

Imperative to the success of the lesson is the unity of the procedure. One step should lead to the next without any interruption in the flow of thought or attention of the students.

EXCERPTS

PRRM TEACHER'S MANUAL

LESSON I-A

Aim: To focus attention on the importance of the father and the mother in the family and in society.

To know how to write all the letters of the Pilipino alphabet.

Subject Matter:

Sentence: Ama at ina sulo ka ng buhay.

Syllables: a i ma ka lo na su ng bu hay at

New Words: the words in the sentence.

Letters: A, M, T, I, N, S, U, L, O, K, G, B, H, Y

Procedure:

1. Ask the students who are the most important persons in the family. Why?

2. Present the picture. Drive home the (point) importance of the father and the mother to the family and society.

3. Phonetics: Lead them to the reading of the sentence.

   a. Present the new syllables. Read them clearly and let the students follow after you.

   b. Drill on the syllables for mastery using flash cards, pocket charts, or mechanical devices.

   c. Ask them to form words using the syllables studied. Lead them to the formation of the words in the sentence. Read all the words formed for mastery.

   d. Ask them to form only one sentence out of the words formed. Read the sentences.

   e. Present how the sentence written in print can be written in script. Let them read.

4. Application:

   a. Distribute the Reading Sheet I-A. Ask them to read what is written down.

   b. Distribute the Writing Sheet I-A. Explain and demonstrate how the letters are formed in script, before they write each letter.

The students bring home the two Work Sheets for study work and for practice at home.

LESSON IV-A

Aim: To understand what responsible parenthood means.

Subject Matter:

Sentences: Tatlo ang bata bunga ng pagmamahal at pag-asa, hapag ay masagana, bata ay busog, kaya mataba maligaya, at malaya, nakadamit ng magara.

Syllables: nga hal

Words: pagmamahal, pag-asa, hapag, masagana, busog, magara, bunga

Procedure:

1. Go back to the first picture (Lesson I). Try to point out the fact that they are very happy; just beginning their married life. How can they maintain this spirit? Lead them to responsible parenthood.

2. Present the picture. Ask one of them to read the caption. Drill on their difficulties through flash cards and other means.

3. Lead them to explain the caption phrase by phrase. Try to lead them to discuss among themselves. . . just act as moderator.

4. Application:

   a. Reading Sheet IV-A.

   b. Writing Sheet IV-A.

LESSON VII-A

Aim: To prepare the minds of the adults to accept the concepts regarding "planned parenthood."

Subject Matter:

Sentences: Si ate at pito, iisa ang dugo
Gulanit ang damit, kaya kami dungo
Hubad ang katawan, puso, nagdurugo

Procedure:

1. Review difficult syllables and words.

2. Present the picture. Ask them how we can help such a family. How can such a situation be prevented? Lead them to discuss among themselves.

3. Presentation of new syllables if the group discussion doesn't take too long. However, if the group finds the discussion interesting, continue with it.

   If they are ready for lessons on family planning, schedule one or more lessons for this purpose. If not, go on with the suggested procedure.

4. Form words after the mastery of the new syllables.

5. Reading of the verses written on the board or on a chart.

6. Application:

   a. Reading Sheet VII-A.

   b. Writing Sheet VII-A.

Note: Resource persons for family planning lessons may be invited either after Lesson VII-A or VII-B, depending upon group's readiness to accept family planning concepts.

LESSON VII-B

Subject Matter:

Sentences: Tinamo ay ano, sa hirap yumuko
Bukas na ninais, nagtuloy lumaho,

Syllables: ti, mo, yu, ko, ni, loy, ho, mag

Words: Tinamo, ano, yumuko, Bukas, ninais, nagtuloy, lumaho

Procedure:

1. Review words in "Mga Halimbawa" from Lesson VII-A.

2. Analyze new syllables. Drill.

3. Formation of words. Lead them to it by giving hints. Read words formed.

4. Read the verse. To enrich the reading, challenge the group to read sentences written on the board by you.

   Note: Whatever sentences introduced in the lessons for reading purposes should not deviate from the aim of the lesson.

5. Application:

   a. Reading Sheet VII-B.

   b. Writing Sheet VII-B.

LESSON VIII-A

Aim: To understand and appreciate the advantages of planned parenthood.

Subject Matter:

Sentences: Pagdami ng anak sana ay ibalak,
Ang kinabukasan, matatag, maunlad.

Syllables: ki, san, tag, un, lad, um

Words: pagdami, ibalak, kinabukasan, matatag, maunlad.

Procedure:

1. Review of words taken in the previous lessons, especially the words which are quite difficult for them to recognize.

2. Present new syllables through analysis. Drill for mastery. Present words containing the new syllables to find out if they can read.

3. Ask them to read the sentence to see if they can read all the words containing the new syllables.

4. Present the picture; discuss it in relation to the sentence presented. Lead them to appreciate the advantages of family planning.

5. Application:

   a. Reading Sheet VIII-A.

   b. Writing Sheet VIII-A.

TEACHER'S GUIDE FOR THE POEMS

TULA I

Aim: To impress deeply the role of the father and mother in the family.

To increase their vocabulary and their skill in reading.

Subject Matter: Tayo ay Tumula I.

Procedure:

1. Drill on difficulties.
2. Teacher reads the poem for the class with expression.
3. Students read the poem by stanzas. After each stanza, ask them what each line/stanza means.
4. Teacher reads the poem again, or if there is a student who can read well, the student reads the poem.
5. Drill on the reading.

Test: Give the students the test sheets after explaining directions.

Note: Poem study will be given after all the parts of one lesson are finished. These lessons serve as culminating activities for each unit of lessons.

Use the same procedure for all lessons; nevertheless, variations to suit your students' interests and needs must not be overlooked.

AIMS FOR TULA II-TULA XI

TULA II: To inculcate the responsibility of parents towards their children.

TULA III: To know more about responsible parenthood and its implications.

TULA IV: To provide opportunities for further development

of their reading habits.

Note: Try to challenge them to make their own "Tula."

TULA V: To appreciate the importance and value of good food and good health.

Note: Encourage backyard or homelot gardening.

TULA VI: To appreciate the role of the mother in the home.

TULA VII: To know that the family is basic to nation-building and nation-building is the responsibility of all.

Note: Stress here the effect of the condition of the family to the nation, and that healthy families beget a healthy nation.

TULA VIII: To appreciate fully the value of planned parenthood and its effects in nation-building.

TULA IX: To strengthen appreciation for the advantages of planned parenthood.

TULA X: To be more aware of the value of cooperation and unity in the family, in the community, and in the country.

TULA XI: To know that good health, good food and sanitation contribute to the happiness of the home.

Note: Encourage the making of poems and good paragraphs and collect them.

SUGGESTED VARIATIONS IN THE PROCEDURE

Review Exercises

1. Dictate syllables or words to be written on paper or on the board.

   If you ask them to write on the board, there is a chance for everybody to see how the letters are supposed to be written down, and how to correct their mistakes. Do this only if the participants don't find it humiliating for them. Know your participants' attitude first.

2. For those who cannot write words that they can form and read, let them write on the board the word they have just formed. Follow it up with dictation practice.

3. For those who have a hard time distinguishing the syllables (especially ba, da, pa, ga), give them hints by associating the syllables to objects within their experience.

4. For drill exercises, first have group recitation to establish greater self-confidence, and then follow it up with individual recitation.

5. If you ask any participant to go to the board to write, let the others see how they do it.

6. If you ask the participants to arrange the syllables displayed to form a sentence, ask them first to give their sentence orally to find out if all the syllables used in the sentence are present. If one word cannot be formed, ask them to change the word.

7. For another variation, write some of the words from "Mga Halimbawa" on the board beforehand and let them read it.

8. At the first lessons, ask them to arrange syllables following a given pattern. This gives them a chance to acquire greater self-confidence, recognition of syllables through comparison, and mastery of a challenge.

Poem Study

Break the monotony of the discussion by:

   a. Reading the stanza after explanation of the thought.

b. Reading meaningful words from the stanza to stress the thought of the poem better.

c. Encouraging participants who cannot yet read fluently to read after you, i.e., after having drilled on the difficult words.

Others

If the participants need a variation, have other activities within their interest: mathematics lessons, singing, program among themselves (challenging, for example, their ability to recite poems).

EVALUATION FORM

LITERACY AND FAMILY PLANNING EDUCATION

Teacher:_____ Date:_____

Lesson No.:_____ Place:_____

Attendance:_____ No. Absent:_____

Length of Lesson:____(HM.)

Subject Matter: Accomplished:

Syllables: _____

Words: _____

Others: _____

_____

Difficulties Met:

_____

_____

_____

Suggestions:

_____

_____

_____

_____

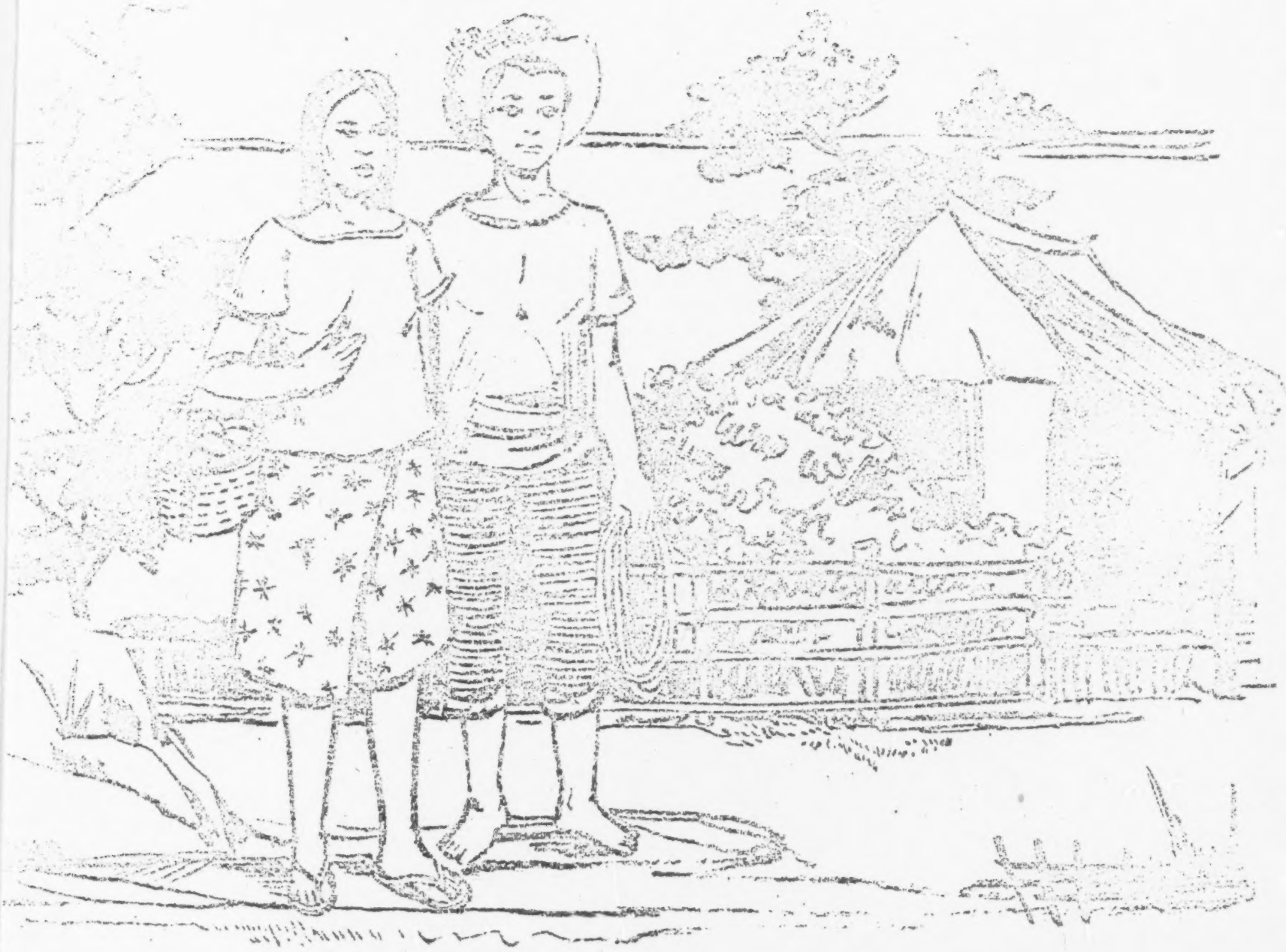
PHILIPPINE APPENDIX C

PRRM Primer - Excerpts

FILMED FROM BEST AVAILABLE COPY

SAN LEONARDO N.E. PAMILYANG PAMAMALANGKAS

(ARALIN - 1)



Tayo ay Tumula - 1

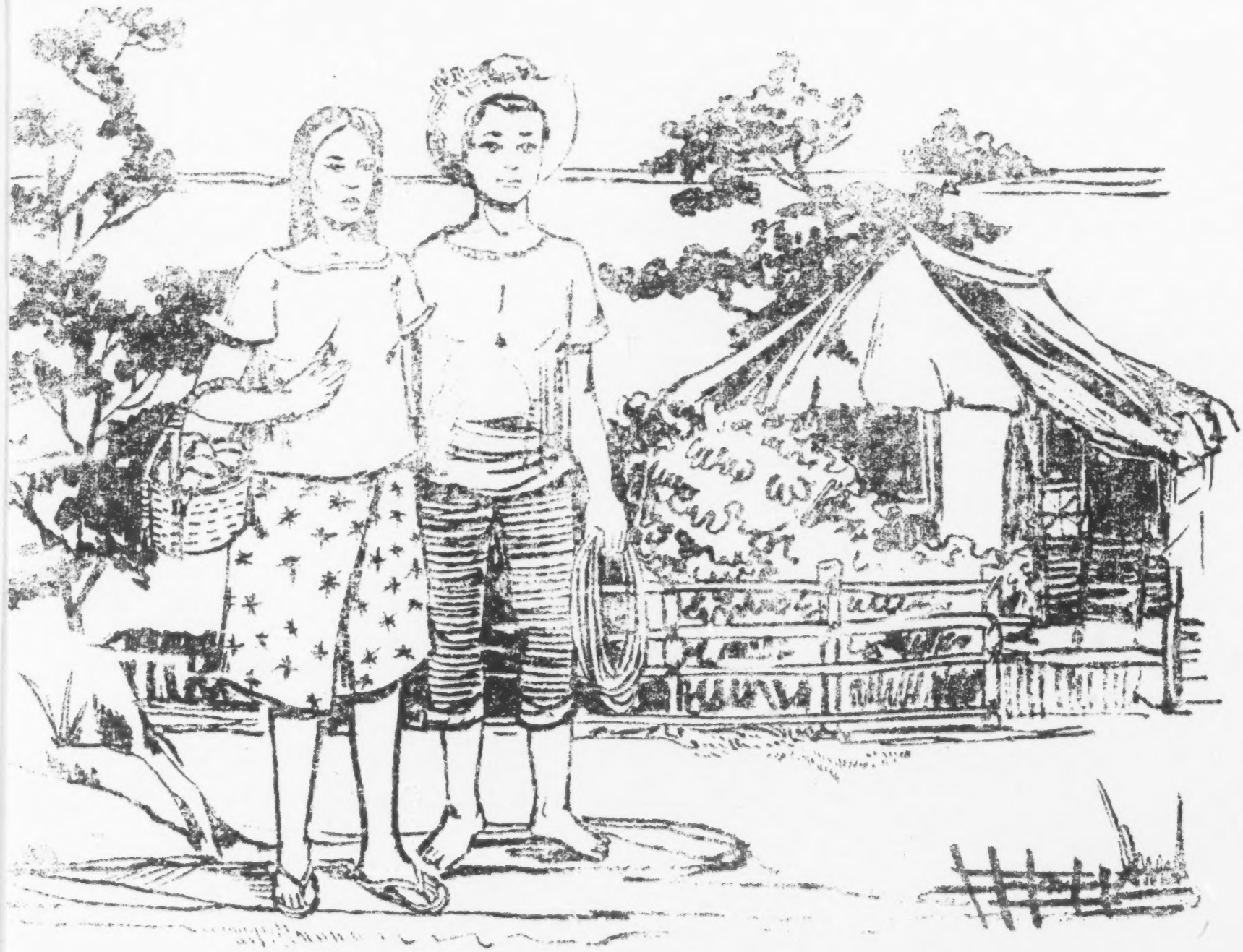
Si ama at ina sulo ka ng buhay,
Si ama at ina ilaw̃aya ng bahay;
Si ama at ina haligi ng bayan,
Si Dado at Elsa, ang buhay na su[illegible]

FILMED FROM BEST AVAILABLE COPY

PAKIKIPAGTULUNGAN
R.M. NIEVES, SAN LEONARDO, N.E.

KARUNUNGANG PAMULATAN AT
PAMILYANG PAMAMALANGKAS

(ARALIN - 1)



Tayo ay Tumula - I

Si ama at ina sulo ka ng buhay,
Si ama at ina ilaya ng bahay;
Si ama at ina haligi ng bayan,
Si Dado at Elsa, ang buhay na suhay.

EPARTAMENTO SA KARUNUNGAN
RRM. NIEVES, SAN LEONARDO, N.E.

KARUNUNGANG PAMULATAN AT
PAMILYANG PAMAMALANGKAS

(ARALIN I-A)

TAYO AY BUMASA

GABAY NA PANGUNGUSAP:

Ama at ina sulo ka ng buhay.

A ma - Ama - *Ama* at - at
i na - ina - *ina* ng - *ng*
su lo - sulo - *sulo* ka - *ka*
bu hay - buhay - *buhay*

IGA BAGONG PANTIG:

a. ma. at. i. na. su. lo.
ng. bu. hay. ka

IGA HALIMBAWA:

Ana	mabulo	suhay	ilo
lona	mana	ima	kalo
loka	suka	buka	kama

PARTAMENTO SA KARUNUNGAN
RRM, NIEVES, SAN LEONARDO, N.E

KARUNGGANG PAMULATAN AT
PAMILYANG PAMAMALANGKAS

(ARALIN 1-A)

TAYO AY SUMULAT

Aa Aa

Mm Mm

Nn Nn

Ll Ll

Ss Ss

Gg Gg

Bb Bb

Hh Hh

Yy Yy

Kk Kk

Tt Tt

Ii Ii

DEPARTAMENTO SA KARUNUNGAN
PRRM, NIEVES, SAN LEONARDO, N.E.

TAYO AY TUMULA - I

Si ama at ina,
sulo ka ng buhay,
Si ama at ina,
ligaya ng bahay;
Si ama at ina,
haligi ng bayan,
Si Dado at Elsa,
ang buhay na suhay.

Si ina ay saya,
ligaya ng bahay.
Baga ay harana,
si ina sa buhay;
Si ina kung mali,
loka na ang buhay.
Burado, sarado,
ligaya sa bahay.

KARUGTONG NG TAYO AY TUMULA - I...

Si ama ay suhay,
at giya ng buhay.
Si ama kung wala,
giba na ang buhay;
Gumawa ng bata,
bahagi ng buhay.
Ligaya ng bata,
sana ay ibigay.

Si Dado at Elsa,
maya ang kagaya.
Bawat isagawa,
magana, malasa;
Kasado, pasado,
buhay ng dalawa.
Gawa ay damayan,
kaya maligaya.

LITERAL TRANSLATION

of the Poem for Lesson I

Let Us Recite a Poem

Father and mother, you are the light of life,
  Father and mother, you are the happiness of the home;
Father and mother, pillars of the nation,
  Dado and Elsa, you are the living brace.

Mother is the joy, happiness of the home,
  Moonlight serenade, mother is to our life;
If then mother goes astray, life goes crazy
  Gone and closed, happiness of the home.

Father is the brace and pilot of life,
 If father is gone, life becomes unstable.
Rearing of children is a part of life
 Happiness of the child, to them let us give.

Dado and Elso, a pair of lovebirds,
 For every undertaking, fruitful and meaningful,
The life of the two, certain and sure,
 Helping one another, their key of happiness.

DEPARTAMENTO SA KARUNUNGAN
PRRM. NIEVES, SAN LEONARDO, N.E

KARUNUNGANG PAMULATAN AT
PAMILYANG PAMAMALANGKAS

PAGSUSULIT - ARALIN - I

Pangalan _____ Ika____ng _____1970

I. Bumuo ng sampung salita batay sa mga sumusunod na pantig:

a, i, ka, lo, na, su, ng, bu, hay, at, li, ga, ya, ba, hay, ay, ha, li, gi, ba, yan, da, do, el, pa, ya, sa, wa, ta, wat.

1. _____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

II. Sumulat ng tatlong pangungusap na ukol sa ama at ina.

1. _____

2. _____

3. _____

III. Sagutin ng buong pangungusap ang mga sumusunod na tanong. Isulat ang sagot sa puwang.

1. Si ina kung mali, paano na ang buhay?

_____

2. Si ama kung wala, paano na ang buhay?

_____

3. Ano sana ang ibigay sa bata?

_____

4. Ano ang kagaya ni Dado at Elsa?

_____

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RM. NIEVES, SAN LEONARDO, N.E.

KARUNUNGANG PAMULATAN AT
PAMILYANG PAMAMALANGKAS

(ARALIN - II)

Tayo ay Tumula - II

Si Dado at Elsa, malaya, masaya.
Si Dado at Elsa, tatlo ang pamana;
Ana, Ela, Ilo, para..., at tamana,
Bagayan ang buhay, sulo ng ligaya.

(ARALIN - III)

Tayo ay Tumula - III

Si pare at mare, bata ay marami,
Pito na ang hele, beke ay marami;
Pagkain sa mesa, ay walang marami,
Malimit sumala, gutom ang marami.

ARTAMENTO SA KARUNUNGAN
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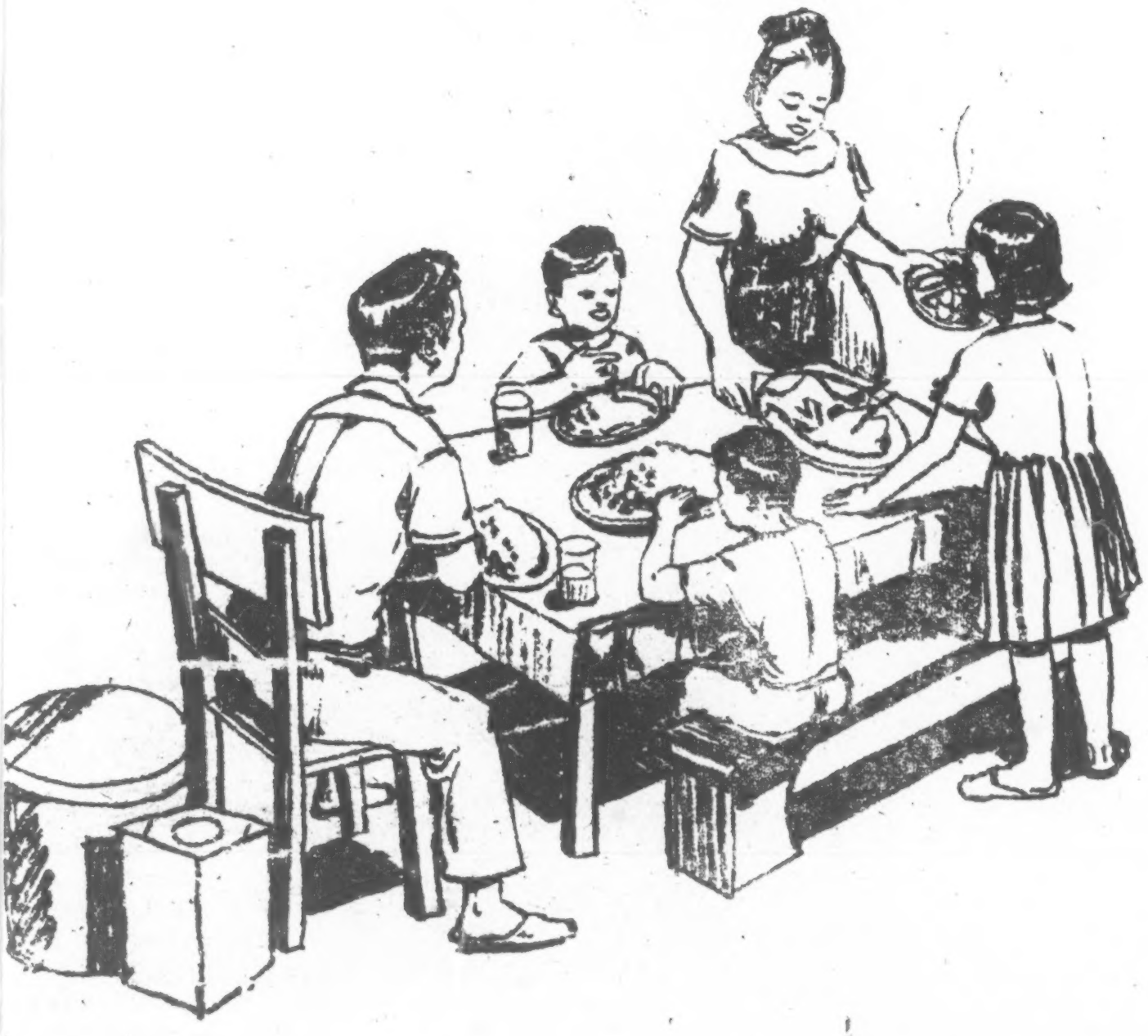
KARUNUNGANG PAMULATAN AT
PAMILYANG PAMAMALANGKAS

(ARALIN - IV)



Ang bata ay tatlo, tunay na sagana.
Mataba, malusog, damit ay magara;
Ang ama at ina, busog at malaya,
Ang sipag at lakas, bahagi ng bata.

ARTAMENTO SA KARUNUNGAN
.M. NIEVES, SAN LEONARDO, N.E.

KARUNUNGAN PAMULATAN AT
PAMILYANG PAMAMALANGKAS

(ARALIN - V)

Tayo ay Tumula - V

Mabisa na tulay sa lusog ng bata.
Ang pangangalaga, hapag na sagana;
Ang ulam na manok, gatas, gulay, isda.
Pagkain sa mesa, malasa at tama.

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KARUNGANG PAMULATAN AT
PAMILYANG PAMAMALANGKAS

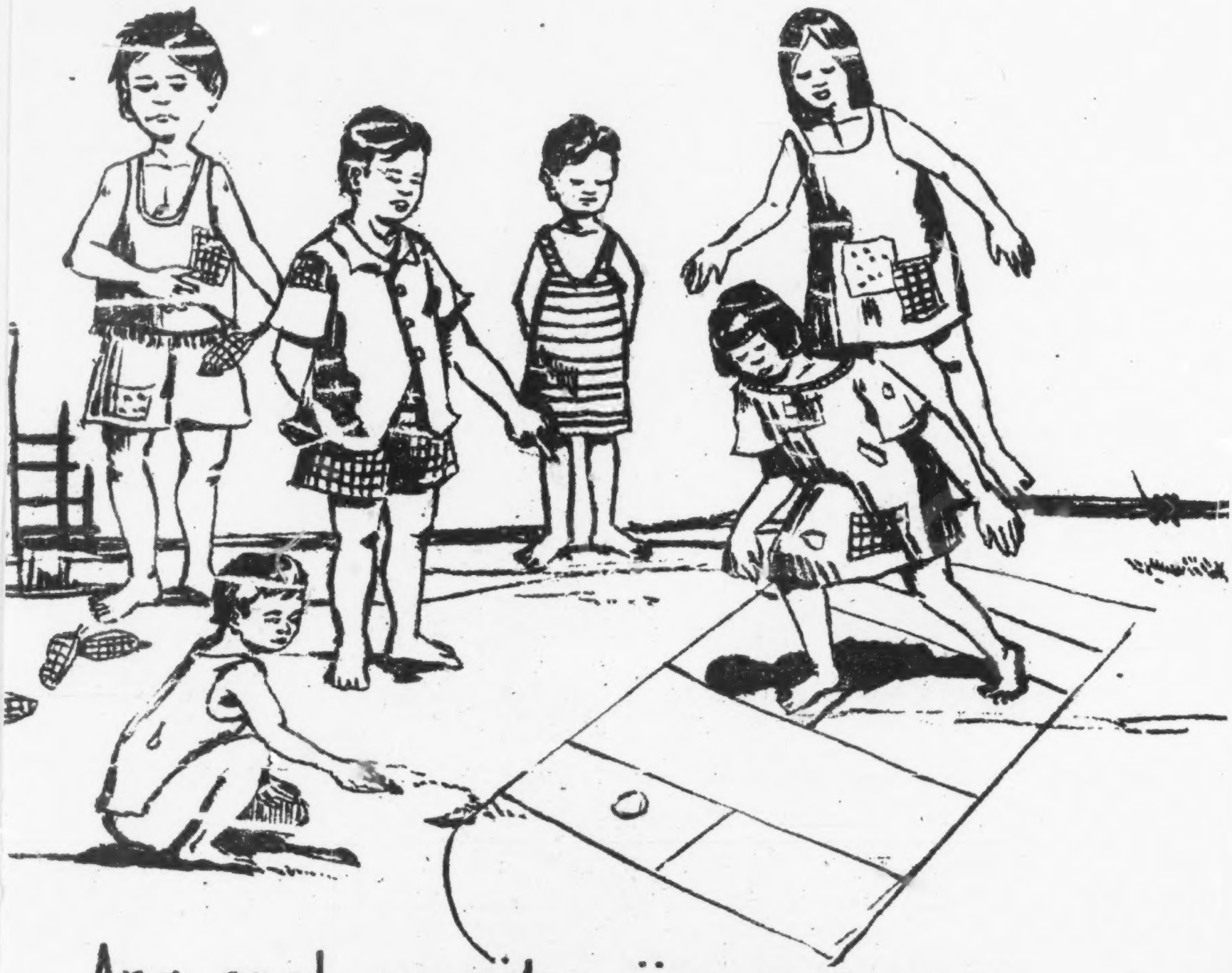
(ARALIN - VI)

Si ama ang puno, na pera ay wala.
Sa sakit ay gipo, ang anak na mura;
Balak na maganda, nauwi sa bula,
Ang pangungulila, nabakas sa bata.

DEPARTAMENTO SA KARUNUNGAN
PRRM, NIEVES, SAN LEONARDO, N.E.

KARUNUNGANG PAMULATAN AT
PAMILYANG PAMAMALANGKAS

ARALIN - VII



Ang anak na pito, iisa ang puno,
Gulanit ang damit, kaya kami dungo;
Katawan ay hubad, puso nagdurugo,
Kami ay kawawa, pag-asa, lumaho.

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PRRM. NIEVES, SAN LEONARDO, N.E

KARUNUNGANG PAMULATAN AT
PAMILYANG PAMAMALANGKAS

(ARALIN - VIII)

Pagdami ng bata, kami ay nagbalak,
Tatatlo ang anak malusog, matatag;
Bukas na maganda, kahit na mahirap,
Ang mahal na alay, sa mahal na anak.

)EPARTAMENTO SA KARUNUNGAN
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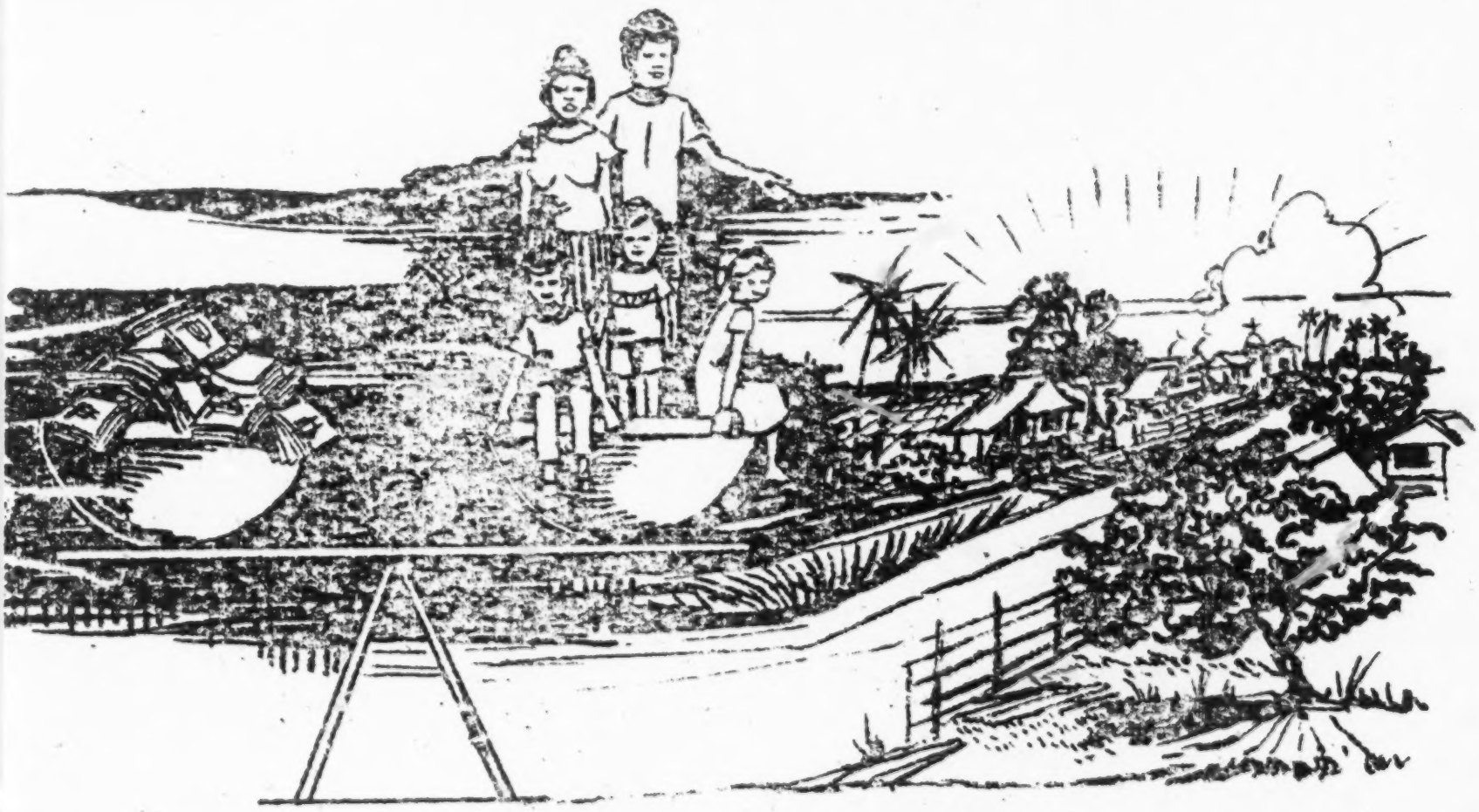
KARUNUNGAN PAMULATAN AT
PAMILYANG PAMAMALANGKAS

(ARALIN - IX



Ang yaman ng bayan, tao ang may alay.
Upang di maghirap, anak ay bagalan;
Walang pero-pero, tiyak ang tagumpay.
Magbunyi, natamo, timbangan ng buhay.

PARTAMENTO SA KARUNUNGAN
.RM, NIEVES, SAN LEONARDO, N.E.

KARUNUNGANG PAMULATAN AT
PAMILYANG PAMAMALANGKAS

(ARALIN - X)

Ang yaman ng tao, ay pakikisama,
Ang lakas ng lahat, ay pakikiisa;
Ang pakikiisa, tanda ng pag-asa,
Pagtingin, pagtulong, patnubay ng masa.

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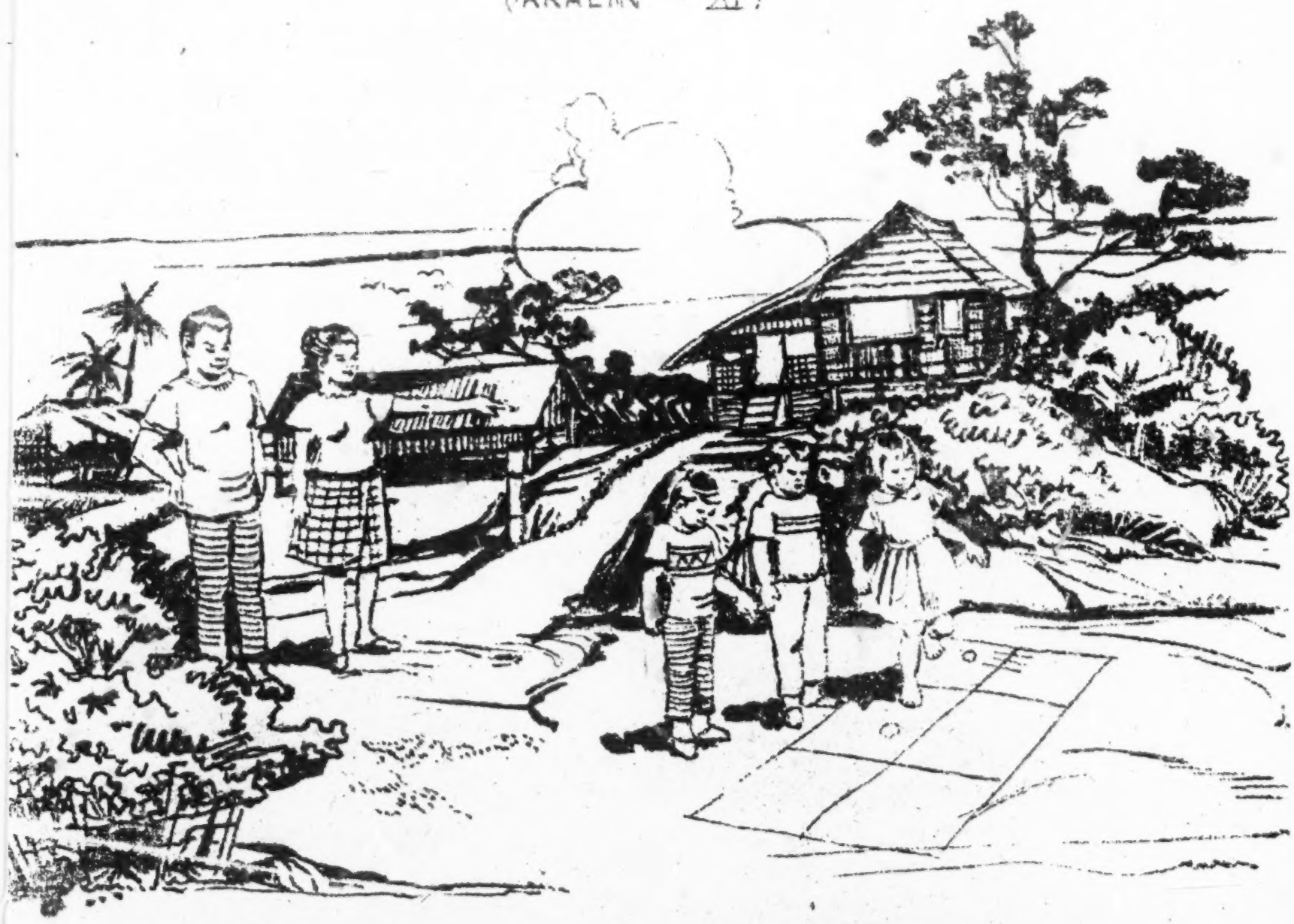
KARUNUNGANG PAMULATAN AT
PAMILYANG PAMAMALANGKAS

(ARALIN - XI)



Ang gabay at tanglaw, ng masayang buhay.
Ay linis at lusog, di matatawaran;
Ang bahay, paligid, ang dapat pagmulan,
Nitong kalinisan, mabisang tanggulan.

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